

University of Groningen

Through the eyes of the beholder

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DOI:
[10.33612/diss.113185162](https://doi.org/10.33612/diss.113185162)

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Document Version
Publisher's PDF, also known as Version of record

Publication date:
2020

[Link to publication in University of Groningen/UMCG research database](#)

Citation for published version (APA):
de Leeuw, R. (2020). *Through the eyes of the beholder: unfolding social participation "from within" the classroom*. [Thesis fully internal (DIV), University of Groningen]. Rijksuniversiteit Groningen.
<https://doi.org/10.33612/diss.113185162>

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STELLINGEN

Propositions accompanying the dissertation

Through the eyes of the beholder Unfolding social participation “from within” the classroom

Renske de Leeuw

1. In the perspective of teachers, pre-conditional strategies are essential when facilitating the social participation of students with social-emotional problems or behavioural difficulties (SEBD). (this dissertation)
2. Through the eyes of the beholder, the meaning and realization of students' social participation can differ. (this dissertation)
3. Students' perspective should be taken into account in order to meet their educational needs. (this dissertation)
4. A questionnaire does not tap into students' voices. (this dissertation)
5. Implementation fidelity is a necessary condition to estimate the real effect of interventions in the classroom. (this dissertation)
6. Teachers should be intervention agents in order to bridge the gap between research and practice. (this dissertation)
7. One-size-does-not-fit-all and should not be implemented to facilitate the social participation of students with SEBD. (this dissertation)
8. Qualitative research doesn't provide a single answer. (Braun & Clarke, 2013)
9. We adore chaos because we love to produce order. (M.C. Escher)
10. Figuring out life: taking a step backwards after taking a step forward is not a disaster; it's a cha-cha. (Robert Brault)
11. Research is not a journey of discovery that starts with a clean sheet. (Denscombe, 2014 pp. 88)